



Lynda Hoffpauir – EDLD 5306

Week 1 Assignment

Overview

In Texas, the Long-Range Plan for Technology, 2006-2020, establishes a shared vision of teaching and learning, and the processes for improved student achievement, through the application and integration of technology. In addition, the Technology Applications Texas Essential Knowledge and Skills (TEKS) define what students need to know and be able to do to function in an information-based economy. By the end of Grade 8, students are required to master the TEKS in four key areas: Foundations, Information Acquisition, Problem Solving, and Communication.

In this week's assignment, you will summarize the key ideas of the Long-Range Plan and the Technology Applications Standards. You will also evaluate and reflect on your own requisite knowledge for implementation of the TEKS at your campus.

Rubric

Use the following Rubric to guide your work on the Week 1 Assignment.

Tasks ↓	Accomplished	Proficient	Progressing	Not Meeting Expectations
Long-Range Plan for Technology Summary	Student thoroughly summarizes key ideas of each section of the Long-Range Plan for Technology. Student comprehensively responds to questions. (3 points)	Student provides a brief summary of each section of the Long-Range Plan for Technology. Student answers the questions. (2 points)	Student less than completely summarized the key ideas of each section of the Long-Range Plan for Technology. Student less than completely answers the questions. (1 point)	Student does not summarize each section of the Long-Range Plan for Technology. Student does not respond to the questions. (0 points)
Technology Applications TEKS Summary	Student thoroughly describes each strand of the Technology Applications TEKS, and summarizes two objectives/skills for each domain. Student comprehensively answers all questions. (3 points)	Student briefly describes each strand of the Technology Applications TEKS, and summarizes at least one objective/skill for each domain. Student answers the questions provided. (2 points)	Student describes three or fewer strands of the Technology Applications TEKS, and summarizes at least one objective/skill for each domain described. Student responds to one of two questions provided. (1 point)	Student does not describe each TEKS strand, and/or does not summarize at least one objective/skill for each domain; student fails to answer the questions provided. (0 points)
Requisite Technology Skills Assessment	Student completes the Technology Applications Inventory and records responses on table, and provides thorough reflection regarding technology strengths and weaknesses. (2 points)	Student somewhat completes Technology Applications Inventory and records responses on table, and provides brief analysis of technology strengths and weaknesses. (1 point)		Student does not complete Inventory or record responses; and/or does not analyze technology strengths and weaknesses. (0 points)
Assignment Mechanics	Responses are relevant to course content; student uses correct APA writing mechanics; no errors in grammar, spelling, or punctuation. (2 points)	Responses are relevant to course content; few errors in grammar, spelling, or punctuation, including APA writing mechanics. (1 point)		Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors. (0 points)

Week 1 Assignment, Part 1: Key Ideas of the Long-Range Plan for Technology

The Texas Long-Range Plan for Technology, 2006-2020, is a comprehensive strategic plan divided into four domains: Teaching and Learning; Educator Preparation and Development; Leadership, Administration, and Instructional Support; and Infrastructure for Technology. In Part 1 of the Week 1 Assignment, you will summarize key ideas of the Long-Range Plan.

To complete this assignment:

- Access the Long-Range Plan by entering the following address into your web address bar:
http://www.tea.state.tx.us/technology/lrpt/lrpt_lrpt.html
- Review the plan.
- Complete the table below by summarizing each of the key ideas stated in the chart, and answering the questions provided.

Long-Range Plan Section and Page Numbers	Summary of Key Ideas
Vision 2020 (1-4)	Vision 2020 reaches into the future with a systematic plan that is very ambitious and covers educating Texans from the earliest of ages to the oldest of ages involved in the education community. This vision will need to consider making changes to the current educational system along with current educators making changes in the way they will teach. By implementing the use of digital tools and resources most importantly is the piece of the vision that will use a 24/7 access allowing students, parents, educators, community and school board members to also reach into an education system that will place Texans in a position the secure our future.
Defining the Need for Change (5-6)	The catalyst demanding the need for change is the growth of technology with has changed every facet of business, government, society and life. The growth of technology has transformed the world into an information-based economy. The need now becomes the necessity to provide Texas students with the education imperative for them to be competitive in the workforce.
Introducing the 21st Century Learner (7)	The 21 st Century Learner walks into the school building already dependent on a world filled with technology and is very dependent upon the instant access to information and a digital world. This learner

	<p>will need to acquire both learning skills and content which include communication, technical and traditional reading and writing skills and be able to problem solve and apply the information. Digital devices yet to be developed may very well connect them to real-time data and assessment of their progress.</p>
Teacher Voices (12-14)	<p>Survey participants representative of the education population reported they use a variety of technology tools in the classroom including email as the primary communication tool with other teachers, parents, administrators, students, and other professionals. All participants expressed a need for more professional development especially in the area of integrating technology into the classroom. The greatest need was for more time in the classroom to use technology and a shortage of computers and no home access for students. The survey also requested the participants design a new school in which the teachers listed fast, wireless internet access as the most important.</p>
Teaching and Learning (17-22)	<p>Most apparent is the fact that the role of both the teacher and the student will need to alter to see success during future learning efforts. Texas has a unique situation due to geographical distances that future technology connections will resolve. Distance learning is the greatest asset at this time that allows districts to offer courses that otherwise would not be available. The Texas Long Range Plan for Technology will engage curriculum, instruction and assessment to place education in the future. Teachers will use new and current tools and the learners will have the tools, resources and individualized instruction available 24/7.</p>
Educator Preparation and Development (23-28)	<p>At this point the largest hurdle for the educator is to recognize that the teaching environment they experienced and are currently teaching in will change dramatically. There will be a need for administrators and school board members to provide adequate training and equipment to each educator. The educator will have to take responsibility for personal growth and</p>

	show initiative to incorporate technology appropriately into the classroom and curriculum.
Leadership, Administration, and Instructional Support (29-34)	The plan also includes efforts required by the District's leaders and administration which include leading by example, creating a path and sharing the vision. Important to this effort will be the need to have adequate funding available for all areas of the plan.
Infrastructure for Technology (35-40)	Infrastructure for the plan will require a high-performance, high-speed connectivity among schools, colleges, medical facilities, libraries, businesses, and homes. Digital tools and resources will be just as critical as the infrastructure.
Study of Needs (41-42)	Benchmarks conducted reveal an urgency to pick up the pace in our efforts to stay on task with the Long-Range Plan, Leaders in the education community will need to strive to continue to meet the goals set forth by the plan. At this time there are goals that have significant progress but others that need to be addressed.

What new information did you acquire from your analysis of the Long-Range Plan? How can your new learning assist you as an instructional leader who is guiding technology use and integration at a campus?

The information I acquired from the Long-Range Plan is vast. I was not aware of the plan nor did I image the depth of which the plan would cover. This plan is vital to our future and will be imperative to the success of our state. The needs in the area of digital tools, professional growth and personal growth of our educators are the information I find the most disturbing. Even more so are the areas of which I need to increase my knowledge to be more of an asset to my district. As a leader it will be very important for me to lead by example and press for my own personal growth in the area of technology and continue to learn new digital methods.

Week 1 Assignment, Part 2: Technology Applications TEKS Summary

Texas' Technology Applications TEKS curriculum is divided into four strands: Foundations, Information Acquisition, Solving Problems, and Communication.

In this part of this assignment, you will summarize (1) the four strands of the Technology Applications TEKS and (2) two objectives/skills required in each of the four domains for a selected grade cluster.

To complete this assignment:

- Access the Technology Applications TEKS by entering the following address in your web address bar: <http://ritter.tea.state.tx.us/technology/ta/stustd.html>
- Thoroughly review the Technology Applications TEKS for PK-12. (NOTE: There are standards for Pre-K students, but they are not divided into domains.)
- Select a grade cluster—(K-2, 3-5, 6-8, 9-12)—and review the TEKS for that cluster.
- Complete columns 2-4 of the table by describing each domain of the Technology Applications TEKS and summarizing two important objectives/skills required in each of the four domains for your selected grade cluster.

Grade Cluster: K-2			
Technology Application Strand	Strand Description	Summary of TEKS #1	Summary of TEKS #2
Foundations	Students will learn basic computer skills, terminology and data entry methods.	Understand technology terminology.	Start, exit, create, name and save files.
Information Acquisition	Students will learn how to find information.	Keyword searches	Navigate.
Problem Solving	Students will learn how to use technology to solve problems and decode the information.	Use audio, video, and graphics.	Communicate using tools for group projects.
Communication	Students will learn to communicate in different formats, analyze and evaluate the information.	Font attributes, color, white space and graphics.	Publish information using a variety of media.

Summarize the Pre-K Technology Applications TEKS. How does the Pre-K TEKS lay the foundation for student performance in future grades?

Pre-school experiences shape the student to receive information making it imperative that a

foundation be started which should include five domains as follows: social and emotional development, language and communication, emergent literacy: reading and writing, and math. Teachers will need to provide instructional strategies to support students.

The Technology Applications TEKS are designed as a dynamic, spiraling curriculum. Describe a series of TEKS in which students have multiple opportunities to master knowledge/skills.

Starting with the Kindergarten-Grade 2 grouping the students will be exposed to basic computer skills but will also be required to learn the terminology, start and exit programs, work with files and move into networking terminology. The students will then be required to work with devices on the computer such as mouse, keyboard, disk drive, voice/sound recorders which will support the previous basic computer skills mastered.

Week 1 Assignment, Part 3: Requisite Technology Skills Assessment

The Texas Education Agency (TEA) provides many resources for educators to help them assess and increase the knowledge and skills for success in the information age. One of the tools is the Technology Applications Inventory, which is a self-assessment of requisite knowledge required for implementation of the Technology Applications TEKS.

In Part of your assignment, you will access the Technology Applications Inventory and assess your knowledge and skills in the four strands of Foundations, Information Acquisition, Solving Problems, and Communication.

To complete this assignment:

- Access the Technology Applications Inventory by entering the following address in your web address bar: <http://www.tea.state.tx.us/technology/techapp/assess/teksurv.pdf>
- Print out the inventory, and complete it.
- Complete the table by recording your number of yes and no responses.
- After completing the chart, answer the questions that follow.

Domain	Total # of Questions	# of Yes Responses	# of No Responses
Foundations	18	13	5
Information Acquisition	10	6	4
Solving Problems	18	12	6
Communication	12	5	7

What did the inventory reveal as your greatest strength? Do you agree? Explain.

Foundations were the domain that revealed my greatest strength. I do agree with the results of the inventory as this is the area I was the most familiar with the terminology. The domain included digital files, basic computer skills and operations of the computer which have migrated to be a part of my everyday needs and work requirements.

What did the inventory reveal as your greatest weakness? Do you agree? Explain.

I was very surprised to see the results present my area of weakness in communications. Communications is what I do on a regular basis at work and my job is very dependent on this communication effort. The inventory did make me realize that I may very well be stagnant using the same technology tools and not pressing my staff to use more current tools.